

ENGLISH MARTYRS' CATHOLIC VOLUNTARY ACADEMY PSHE POLICY



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At English Martyrs' Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.

Guiding Rationale

The National Curriculum states that 'all schools should make provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice'. As part of the schools' statutory duties, outlined in the Education Act 2002 and the Academies Act 2010, PSHE should offer pupils a balanced and broadly-based curriculum and is essential for providing personal development, behaviour, welfare and safeguarding.

Personal, Social, Health and Economic Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to ensure they live healthy, confident and independent lives, whilst being informed, active and responsible British citizens. PSHE helps students to understand and respect our common humanity, its diversity and its differences so that they can go on to form, the effective relationships that are an essential part of life and learning.

PSHE helps children to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Aims and Objectives

The aims of Personal, Social and Health Education in our school are to:

- Provide pupils with the best learning opportunities to enhance their understanding and reach their full potential in PSHE, whilst maintaining our Catholic Values and Ethos.
- Help pupils stay safe and healthy.
- Help pupils form effective and fulfilling relationships with themselves and others.
- Encourage the development of social skills and social awareness.
- Help our pupils be aware of and respect our common humanity – it's differences and it's diversity.
- Understand the importance of making informed choices, regarding personal and social issues.
- Encourage pupil's emotional literacy.
- Develop thinking and listening skills.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

As a primary school, we must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in the statutory guidance.

Protected Characteristics

As part of our PSHE curriculum, we recognise the importance to promote equality and therefore pupil's understanding about the protected characteristics.

The following characteristics are protected and covered through our PSHE curriculum at an age appropriate context:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Teaching and Learning in PSHE

To ensure pupils have access to all the relevant content, we have adapted the '**PSHE Matters**' programme, provided by Derbyshire County Council. Each half term, all year groups (from Year 1 to Year 6) will concentrate on a specific topic from the programme of study. Teachers have taken the PSHE topics and aligned them with the wider curriculum topics where possible, to maintain a creative balance of the curriculum.

A range of teaching strategies and learning methodologies are employed depending on the needs and abilities of the children and the nature of the activities being undertaken.

Work is differentiated in terms of activity or outcome according to the needs and abilities of the children. In many cases, teaching staff will try to link PSHE topics with relevant and real life examples/scenarios.

Approaches to teaching in PSHE will include whole class teaching, group activities and individual work. Children have opportunities to work individually as well as co-operatively and collaboratively, developing their own knowledge and expertise, as well as sharing their experiences with others.

It is important that PSHE is delivered within a safe, secure and supportive learning environment, where discussion is encouraged and questions/concerns can be sensitively addressed. Ground rules may be established within the classroom.

National Curriculum Requirements and NRCDES Primary Curriculum Framework

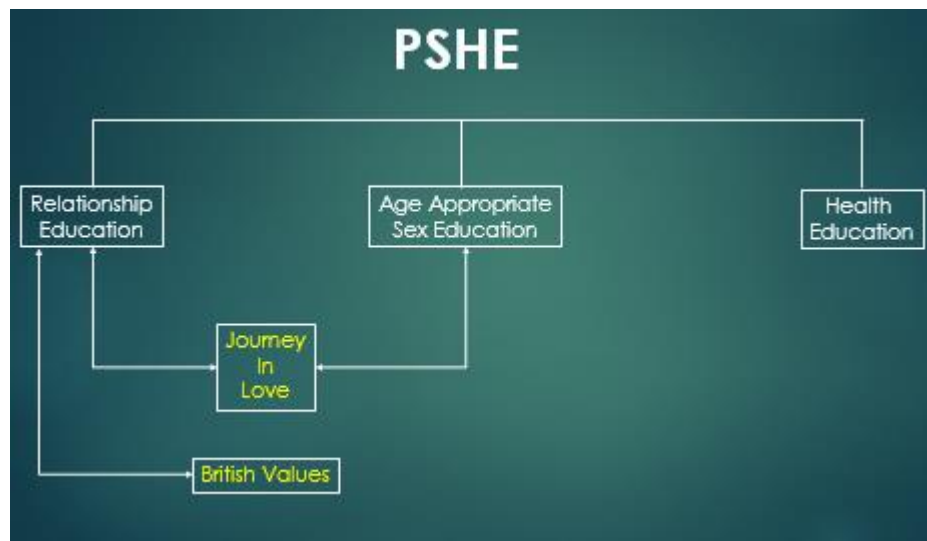
From 2020, the following subjects were made compulsory in all primary schools in England.

- Relationships Education
- Age Appropriate Sex Education
- Health Education

The NRCDES Primary Curriculum Framework ensures we are covering the following three themes:

- Created and loved by God (this explores the individual)
- Created to love others (this explores the individual's relationships with others)
- Created to live in the community – local, national and global (This explores the individual's relationships with the wider world).

PSHE is the umbrella term for these subjects and allows us to teach them in an age appropriate and manageable way. It allows for us to incorporate the both the National curriculum and Diocesan requirements.



According to the NRCDES (2020), a good RSE programme must enshrine core pedagogical virtues and therefore it will be:

- Progressive and developmental (age appropriate)
- Differentiated (to the needs of the pupils)
- Cross-curricular (reflected in various parts of the curriculum)
- Integrated (parents are fully involved in planning and evaluating)
- Balanced (clear factual, scientific information where relevant).

Following the Journey in Love programme, recommended by the Diocese, allows us to ensure all of these requirements are met. There are many aspects to Journey in Love, which have been intertwined with our PSHE skills and knowledge.

PSHE in Early Years

PSHE is taught through Personal, social and emotional development – covering 3 of the 17 early learning goals (ELG) in Early Years. PSED helps children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others. It allows them to develop social skills and learn how to manage their feelings, to understand behaviours and to have the confidence in their own abilities. It is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

In order to ensure personal development, there are important aspects of children's life that are covered in PSED.

- Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Children should be provided with opportunities to set themselves goals, manage their emotions and develop a positive sense of self.
- Adult modelling and guidance will help children understand how to look after their own bodies, including through healthy eating and managing personal needs.

The framework for PSED is as follows:

ELG: Self-regulation (previously self-confidence and self-awareness)

Children will be expected to show understanding of their own feelings and others' around them. They will be able to set and work towards simple goals, being able to wait for what they want and sharing when appropriate. Children should know how to give their focused attention to what their teacher says, engaging and responding when necessary.

A movement from being able to confidently try new activities and confidently speak in a familiar group, expressing what they do or don't need help with, is because self-regulation helps develop non-cognitive and cognitive skills. This is because self-regulation is a predictor of pre-reading skills and later outcomes in maths and literacy.

ELG: Managing self (previously managing feelings and behaviour)

Children will be expected to try new activities and show independence, resilience and perseverance when facing new challenges. They should be able to explain the reasons for rules, knowing right from wrong and behaving as expected in their environments.

ELG: Building relationships (previously making relationships)

Children should be able to work and play cooperatively with others, taking turns when necessary. They will form positive relationships with adults and children, showing understanding and sensitivity to their own and others' needs.

All three early learning goals align nicely with the Early Years Personal Development, which focuses on children's gross motor skills and fine motor skills.

Assessment and Record Keeping

PSHE is assessed using teacher judgement through observation of children's involvement and their produced outcome in the lesson. Teachers make an assessment of the children's progression in alignment with the outcomes of the National Curriculum for their specific Key Stage and Year Group/s and highlight the child's skills sheet accordingly. This skills sheet then becomes a working record of the child's achievements and progress to date.

Monitoring

Under the SLT, the Subject Leader will regularly monitor children's work and of the quality of teaching and learning in Geography. The role of the subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring will be carried out through:

- Learning walks
- Book scrutiny
- Environment checks (displays, skills boards etc)
- Pupil voice meetings
- Staff interviews/questionnaires

Equal opportunities and Inclusion

A central message of the Catholic faith is: 'God loves each and every one of us equally'. This is regardless of cultural background, faith, gender or academic ability. It is therefore vital that we recognise and cater for the individual needs of children, acknowledging that all children have different gifts and talents and that these should be celebrated.

Learning tasks should be matched to the abilities of the children to enable them to achieve success, helping them to develop to their full potential and to develop a positive self-image.

We aim to ensure that resources do not reinforce any kind of stereotypes, aligning with the **protected characteristics**, and that they do reflect our Mission Statement.

It is important that the children are provided with images, which reflect the multi cultural society in which we live; enhancing their awareness and knowledge of other faiths and cultures, whilst respecting the rights of the individual at all times. This is essential in preparing children to take their place in a multi-cultural society.

PSHE in the Recovery Curriculum (COVID-19)

PSHE has been paramount to supporting children's return to school after COVID-19. PSHE was implemented upon return and guided the children back into full time learning. As a school, it was a priority that we focused on the children's health and well-being and PSHE was a huge driving force behind this.

How PSHE fits into the 5 Levers of the Recovery Curriculum

1) Relationships

English Martyrs' teachers invested time in planning for the restoration of relationships. Rebuilding relationships and positive friendships was the main focus when pupils returned after the lockdown. PSHE was the main driving force behind this.

2) Community

At the centre of English Martyrs' is our community, something that we know has been the basis of our curriculum throughout lockdown. Therefore, it was our priority to help pupils regain their sense of community and establish the school mission through Light mission week, as we do every year. We emphasised the importance each individual plays in our school community and will continue to do this throughout the school year.

3) Transparent Curriculum

Since PSHE is now part of the school curriculum, this has helped pupils, who have missed out on learning time, re-establish old learning routines.

4) Metacognition

Throughout all subjects, PSHE included, pupils were reminded of strategies for planning, monitoring and evaluating their own learning.

5) Space

PSHE was the driving subject across the whole school and every year group focused on 'change' as their topic. Therefore, English Martyrs' teachers established a 'new normal' but gave children time and space to talk and share their worries. Each classroom had their own worry box, where pupils could share their worries with an adult.

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Reviewed by:

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